

Areas of Evaluation of Scholarship for Appointment and Promotion to a Particular Academic Level

ANNEXURES 2 to 10: Areas of Evaluation of Scholarship

1. Introduction to Evaluation Criteria

Scholarship has many different components, and evaluation of achievement should be a holistic one that weighs different elements to make an overall, integrated conclusion. This series of annexures, namely 2 to 10, establish the performance expectations at each academic level.

2. Areas of Evaluation of Scholarship for Appointment or Promotion to a Particular Academic Level

The following are the four areas for assessment of each candidate for appointment or promotion to a particular academic level:

- 2.1. Teaching and Learning
- 2.2. Research and Innovation
- 2.3. Leadership and University Administration
- 2.4. Academic Citizenship (including Community engagement)

3. Weighting each Area of Evaluation for a Particular Academic Level

3.1. During the holistic evaluation conducted by the selection committee on each candidate, referees/assessors and selection committees a point system shall be used. Table 1 shows the maximum weight to be achieved for appointment or promotion to a given academic level.

Table 1: Weighting for each Academic Level and Career Pathway

Academic Level	Teaching and Learning % Weight	Research and Innovation % Weight	Leadership and University Administration % Weight	Academic Citizenship (including community engagement) % Weight
Lecturer: credentialing	30	60	05	05
Lecturer: appointment	40	40	10	10
**Senior Lecturer				
a) General criteria career pathway	40	40	10	10
b) Teaching career pathway	60	20	10	10
c) Research career pathway	20	60	10	10
d) CE career pathway	20	20	10	50
Associate Professor	35	35	20	10
Full Professor	35	35	20	10
Research Scholar	20	60	10	10
Teaching Scholar*	20	60	10	10
Research Professor	Optional	80	10	10
Leadership Scholar	Optional	40	40	20
Academic Leader				
a) AL career pathway	30	30	30	10
b) L/Scholar career pathway	Optional	40	40	20
c) General criteria career pathway	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant

* Teaching Scholar is expected to engage more in research on SoTL than the practice of teaching and learning.

** An applicant for promotion to a senior lecturer position may opt to be assessed through Community Engagement (CE) career pathway will be assessed through a portfolio of evidence (weighted at 50%).

Each candidate shall state explicitly in the application form the career pathway they wish to be evaluated in.

3.2. The Academic Appointment and Promotions process shall apply the points-system in the four areas of evaluation: Teaching & Learning, Research & Innovation, Leadership & University Administration, and Academic Citizenship (including community engagement).

3.3. The total Promotions Score is the sum of the weight (adapted from senate norms) in each of the evaluation areas multiplied by the performance score allocated to the candidate by the assessor or referee (on a continuum of 1-5 adapted from PM line of sight) (total score for a candidate may range from a minimum of 100 to a maximum of 500). These scores are arrived at following holistic evaluation of the applicant in each academic area of evaluation.

3.4. A minimum score of points in the four areas of evaluation is guideline required for appointment or promotion of a candidate to a particular academic level as follows: Lecturer (250) Senior Lecturer (300), Associate Professor (350), Professor (400) and Research Professor/Research Scholar/Teaching Scholar/Leadership Scholar (450).

3.5. The point system is a broad guideline and should not be used in a tick box manner instead, the candidate shall be evaluated holistically by the selection panel and assessors/referees in reaching a decision to appoint or promote to a particular level.

Table 2 below demonstrates an example of how the score is derived in the point system:

Table 2i: Maximum Scores and Points a Candidate may achieve in each Area of Evaluation

Area of Evaluation	Weight	*Score 1, 2, 3, 4, 5	**Points (Weight x Score)
1. Teaching and Learning	45	05	225
2. Research	40	05	200
3. Leadership &, University Administration	10	05	50
4. Academic Citizenship (including community engagement)	05	05	25
Sum of points in all areas of evaluation			500

** The minimum points for promotion to a particular academic level is calibrated on an increasing scale from lecturer to professor, as shown in Table 2ii below.

The maximum points that an applicant can score (assuming a maximum score of 05 in each assessment area) =500 (shown in Table 2i above).

Table 2ii: Minimum Scores and Points a Candidate may achieve in each Area of Evaluation

Area of Evaluation	Weight	*Score 1, 2, 3, 4, 5	**Points (Weight x Score)
1. Teaching and Learning	45	01	45
2. Research & Innovation	40	01	40
3. Leadership &, University Administration	10	01	10
4. Academic Citizenship (including community engagement)	05	01	05
Minimum Sum of Points in all areas of evaluation			100

**The total minimum points that a candidate may achieve (assuming a minimum score of 1 in each assessment area) =100 points as shown in Table 2ii above

The minimum points to be achieved by a candidate to earn appointment or promotion to a particular academic level is provided in Table 3 below.

Table 3: Minimum Points for Appointment/Promotion to a Particular Academic Level

Academic Level	Minimum Points for Appointment/Promotion to a Particular Academic Level
Lecturer (through Credentialing or Appointment)	250
Senior Lecturer	300
Associate Professor	350
Full Professor	400
Research Scholar/Research Professor/Teaching Scholar/Leadership Scholar	450

Table 4 Provides performance expectation in Research and Innovation for Senior Lecturer and Professoriate levels.

Table 4: Performance Expectations in Research & Innovation at Senior Lecturer and Professorial Levels			
Range of Scores	Professor/Research Scholar/Research Professor/Teaching Scholar/Leadership Scholar	Associate Professor	Senior Lecturer

Exceptional (score 5)	Recognised as one of the leading researchers/ creative artists in his or her field. Makes regular, substantial contributions to Scholarship of outstanding quality. Offers professional leadership and recognition through awards. Work attracts leading researchers to the University. Demonstrates mentorship and collaboration. High participation in research and conferences in the field.	Recognised as a leading researcher/creative artist in his/her field. Makes regular and major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. High participation in research and conferences in the field.	Recognised as a leading researcher/ creative artist in his/her field. Makes regular contributions to Scholarship of high quality.
Exceeds expectation (score 4)	Recognised as a leading researcher/ creative artist in his/her field. Is making regular and/or major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. Regular participation in research and conferences in the field.	Recognised as a leading researcher/creative artist in his/her field. Is making major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. Regular participation in research and conferences in the field.	Is beginning to be recognised as a contributor to research/creative areas in his/her field. Is making contributions to Scholarship of high quality.
Meets expectation (score 3)	Has made some contribution to knowledge production over the past 3 years. Attends few research conferences and seminars. Provides some leadership in research/ creative work.	Has made some contribution to knowledge production over the past 3 years. Attends few research conferences and seminars. Provides some leadership in research/creative work.	Has produced some research/creative work over the past 3 years. Attends few research Conferences and seminars. Minimal input to any Research/creative work group.
Improvement Needed (score 2)	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars.	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars.	Is not actively involved in research or the production of Creative work. Attends few or no research Conferences and seminars.
Unsatisfactory (Score 1)	Performance consistently below expectations in most essential areas of responsibility.	Performance consistently below expectations in most essential areas of responsibility.	Performance consistently below expectations in most essential areas of responsibility.

Annexures 2 to 10 of Part IV below summarise the specific levels of expectation for each academic level as a descriptor to guide the assessors, referees and selection committees. It is emphasised that a holistic evaluation is required. The criteria descriptors for each area of assessment should not be used as individual hurdles but as guides to inform the assessment. The weighting of descriptors, scope of scoring and range of scales are all intended to allow a flexible and holistic yet consistent and fair system of evaluating candidates for each academic level. It is expected that where an assessor gives credit for academic excellence, this can be substantiated within the application materials of the candidate.

The criteria descriptors for each academic level were benchmarked with comparable appointment and promotion policies of the universities shown in Table 4 and others in the country, region and beyond.

Table 4: Benchmarking of Criteria Descriptors in Higher Education Sector

Continent	Country	University
Africa	South Africa	University of Cape Town
		Stellenbosch University
		University of Johannesburg
		University of Pretoria
		University of Northwest
		Rhodes University
Africa	Uganda	Makerere University
	Botswana	University of Botswana
	Ghana	University of Ghana
Europe	United Kingdom	University of Glasgow
Oceania	Australia	University of Sydney
		University of Auckland
North America	United States	Rutgers University

Acknowledgement is hereby explicitly made to the universities reflected in Table 4 above.

The appointment and promotion policies of these universities were among the sources that were consulted in the compilation of criteria descriptors for the areas of evaluation of Scholarship to a particular academic level for the revised Policy document.

ANNEXURE 2: Criteria for Academic Credentialing to Lecturer Level

Qualification & Requirements	Teaching and Learning Weight: 30 %	Research & Innovation Weight: 60 %	Leadership & University Administration Weight: 05 %	Academic Citizenship (including Community Engagement) Weight: 05%
PhD (or equivalent) Evidence of sustained satisfactory performance since the time of employment at UKZN Positive supervisor report.	Evidence of lecturing or tutoring.	Evidence of completion of a PhD. Presentation at a national or international conference. Current research activity as evidenced by a publication in a peer-reviewed journal, book chapter and/ or conference	Evidence of involvement in any discipline/ school administration activity such as module and/or programme coordination.	Evidence of involvement in any community engagement activity within or outside the University (e.g. involvement in student registration, module coordination, etc.).

		proceedings is encouraged.		
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ANNEXURE 3: Criteria for Academic Appointment to Lecturer Level

Qualification and Requirements	*Teaching and Learning Weight: 40 %	Research and Innovation Weight: 40 %	Leadership and University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
PhD or Master's (or equivalent) in the discipline, or a specialist qualification. Meet or exceed performance expectations at the level of lecturer. Positive referee and supervisor reports. Where applicable, appropriate current registration with the relevant professional body.	Evidence of providing and facilitating teaching, learning, and assessment practices. Demonstrated knowledge of teaching quality standards and regulations of the University and School. Ability to develop teaching materials such as module guides, test papers, examination papers, assessment instruments, and workbooks. Ability to facilitate learning by teaching large or small groups of students, using different teaching methodologies. Ability to plan, implement and evaluate the offering of modules and programmes alone or within a team. Ability to reflect on own teaching	Evidence of submission of PhD for examination (if not yet completed). Ability to conduct individual and/or collaborative research projects. Current research activity as evidenced by a publication in a peer-reviewed journal, book chapter and/ or conference proceedings is encouraged. Evidence of presentations, at national or international conference. Evidence of familiarity with research funding procedure of the University.	Ability to make the necessary preparation and coordination of various teaching and examination schedules within the Discipline. Manage own teaching and research programmes efficiently. Ability to keep adequate records of teaching, and student performance. Evidence of willingness to undertake administrative duties as designated by the Discipline academic leader. Serves on Discipline or School, Committees.	Evidence of involvement in community engagement programs. Evidence of maintaining own professional registration, where applicable. Evidence of rendering service based on own knowledge and expertise in the discipline to colleagues, organisations and communities locally.

	practice and involve results of student feedback in this process. Deal professionally and positively with student concerns, problems and challenges. Recognition shall be given to any awards (institutional or national) in industry /teaching and learning.			
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ANNEXURE 4: Criteria for Academic Appointment and Promotion to Senior Lecturer Level

Qualification & Experience	Teaching & Learning (% Weight)	Research & Innovation (% Weight)	Leadership & University Administration (% Weight)	Academic Citizenship(including community engagement) (% Weight)
	General career pathway: 40 % Teaching career pathway: 60% Research career pathway: 20% CE career pathway: 20%	40 % 20% 60% 20%	10 % 10% 10% 10%	10% 10% 10% 50% (Community engagement portfolio of evidence)
A Doctoral / *Master's degree in the discipline. (*Master's degree or equivalent professional qualification is the minimum requirement for professional disciplines such as clinical disciplines, law, accounting and finance, architecture, creative/performing arts, engineering and Scarce skills disciplines. 3 years' working experience in either teaching, lecturing, research or industry in the relevant field or discipline. Performance meets or exceeds expectations consistently at the level sought for promotion or appointment. Positive referee and supervisor reports. Where applicable and especially in professional disciplines, registration with the appropriate	Portfolio of evidence related to improving Teaching/Learning experiences. Evidence of sound teaching philosophy with explanation of ways students learn and how teaching facilitates this learning. Evidence of innovative teaching techniques, methods, and materials that create interest, understanding and enthusiasm amongst students. Evidence of attempts to assist students to critically engage disciplinary knowledge presented to them. Evidence of using a range of learning practices that demonstrate good disciplinary knowledge. Evidence of strong alignment between outcomes, teaching and learning activities and assessments methods and criteria. Evidence of seeking ways to improving	Evidence of an emerging national reputation as a researcher in their field. Evidence of successful supervision of postgraduate students (at honours or masters or PhD level) as per senate norms for the last five years. Evidence of presentations or exhibitions at national and international conferences and other similar events. Production of important research articles or a significant creative project or participation in significant curated or group exhibitions, or significant performances. Publications within the range of 5 - 10 peer reviewed journal articles	Evidence of serving on School, or University committees, <u>OR</u> establishing and directing research projects, groups and teams. Involvement in leadership such as academic leader, programme and /or module coordinator. Evidence of involvement in module administration e.g. Exam coordination, liaising with examiners, maintaining the class register. Evidence of organising academic conferences, colloquia, exhibitions, productions in one's field. Involvement in student orientation activities and provision of curriculum advice to students.	Involvement in community engagement programmes. Candidates applying through Community Engagement career pathway shall submit a portfolio of evidence as per guidelines in Appendix 13c (Annexure IV). Placement of students to acquire experiential training or assessment of student progress in Work Integrated Learning environment. Evidence of an emerging academic engaging in partnerships with civil society, NGOs, industry CBOs in advancing the School's relevance Links with relevant industries and external bodies to encourage knowledge/ technology transfer Rendering service based on own knowledge and expertise in the discipline to colleagues, organisations and communities locally. Evidence of undertaking human capital development activities, which build capacity of people outside of the University and which impacts broader communities.

professional body.	performance by reflecting on teaching design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence of involvement in regular curriculum development, design and review to ensure currency with local, international, global and disciplinary contexts. Programme design is responsive to diverse learning needs of a diverse student body. Recognition shall be given to any awards (institutional or national) in teaching and learning. 2.	/books/book chapters (or equivalent) in DHET/ SAPSE accredited outlets. Evidence of quality research outputs including creative works <i>based on</i> journals in good ranking, assessor reviews and NRF or equivalent rating from national or international research councils benchmarked in the applicant's field. Participation as a team member in a grant, or submission of grant applications as a Principal Investigator.	Evidence of organising conferences or running arts-based workshops or projects in off-campus communities and the public. Membership in national or international professional bodies; or Membership to a National Technical Committee or Commission; or Membership to a national taskforce or mission.
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ANNEXURE 5: Criteria for Academic Appointment and Promotion to Associate Professor Level

Qualification & Experience	Teaching & Learning Weight: 35 %	Research & Innovation Weight: 35 %	Leadership & University Administration Weight: 20 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. 6 years' working and relevant experience in either teaching, lecturing, research or industry. Meets or exceeds performance expectations at the level sought for promotion or appointment over the last three years. In addition to all of the above, where applicable and especially in professional disciplines, registration with the appropriate professional body.	Portfolio of evidence related to improving teaching and learning or / and clinical practice experiences assessed positively by the relevant committee, including positive peer and student reviews. A clearly articulated philosophy of teaching and learning or/and clinical practice which reflects understanding of how students learn and which acknowledges contemporary thinking related to teaching and learning in the discipline or in clinical practice. Strong alignment between outcomes, teaching and learning activities and assessments methods and criteria. Evidence of innovative teaching methodologies and pedagogy, including evidence of the use of ICT and other applications for promoting independent student learning. Employment of a range of learning or clinical practices that demonstrates good disciplinary knowledge.	Produces impactful and quality research such as monographs, journal articles, book chapters and conference presentations reflected h-index (Scimago Scopus benchmarked in the field), impact factors, journal quartiles (Q1 or Q2) or level of NRF /equivalent national or international rating or peer reviews. <u>OR</u> Creative outputs of quality on regular basis reflected in h-index (Scimago Scopus benchmarked in the field), Journal impact factors, journal quartiles (Q1 or Q2), NRF/equivalent rating from national/international research councils or peer reviews. Regular conference participant, often by invitation, to national and international meetings. Evidence of a record of research and publication averaging career total of between 18 -30 -peer reviewed journal articles/book chapters/books (or equivalent) in DHET/SAPSE accredited outlets. Candidates in creative and performing arts,	Evidence of providing service in leadership positions as Academic Leader of a discipline and/or, Dean and Head of School and/or, Programme and/or Examination Coordinator. Evidence of having made strategic decisions to use the best means that achieve organisational goals. Evidence of maintaining own professional registration. Evidence of mentorship of early career and other scholars in the School, College or University. Evidence of establishing and directing research projects, groups and teams. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in one's field. Serves on School, College or University Promotion selection	Evidence of having developed links with relevant industries and external bodies to encourage knowledge/ technology transfer opportunities and creation of opportunities for future research projects. Evidence of rendering service based on own knowledge and expertise in the Discipline to colleagues, organisations and communities, nationally and internationally. This could be consultation, collaboration involvement in policy processes or projects. Provision of leadership nationally or internationally in own Discipline through consultation, policy development, review, or project involvement. Initiation of signed MOUs with external institutions nationally and internationally. Evidence of invitations to deliver key-note speeches, review papers or actively participate in academic societies or having been invited as assessor for major grant awarding bodies. Actively provides service as an office-bearer in, and active membership of, a professional society; or editor of professional research journals, including electronic

	Evidence of seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students/clients, peers and other stakeholders. Evidence of involvement in regular curriculum development, design and review to ensure currency with local, international, and disciplinary contexts. Engagement with students/clients from a broad range of backgrounds and learning (dis)abilities through well designed and paced teaching /clinical practice which promotes understanding. Major role-player in undergraduate and postgraduate teaching/clinical practice. Evidence of effective mentorship of emerging academics in Teaching and Learning/Clinical practice. Recognition shall be given to any awards (institutional or national) in teaching and learning or clinical practice.	clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 15 -20 articles /book chapters/books or equivalent in DHET/SAPSE in accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion to senior lecturer. Demonstrated evidence as an independent researcher. A sustained track record of successful supervision of Masters /PhD students for the last five years as per the senate norms taking into account the relative numbers of PG students in the discipline. Evidence of planning and initiating discipline and multi-disciplinary research programmes and involvement of junior faculty and students in these programmes. Evidence of sustained and successful attraction of research grant from	Committees	journals, or active service on national committees and agencies (for example, the NRF/equivalent national or international rating research councils.
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		external sources into UKZN benchmarked within the field nationally for that academic level in the last five years.		
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ANNEXURE 6: Criteria for Academic Appointment and Promotion to Full Professor Level

Qualification & Experience	Teaching & Learning Weight: 35 %	Research & Innovation Weight: 35 %	Leadership & University Administration Weight: 20 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. 9 years' working experience in either lecturing, research or industry in the relevant field. At least five years must have been spent in postgraduate teaching or developing junior academics. Meets or exceeds performance expectations consistently at the level sought for promotion or appointment for the last three years. In addition to all of the above, where applicable especially in professional disciplines, registration with the appropriate professional body is a requirement.	Portfolio of evidence related to improving teaching / learning practice. Clearly articulated philosophy of teaching and learning/clinical practice which reflects understanding of how students learn and the role of teaching plays in facilitating learning; and which acknowledges contemporary thinking related to teaching and learning in the field. Demonstrated high level of coherence between philosophy of teaching or clinical practice and also a strong alignment between outcomes, teaching and learning /clinical practice activities and assessments methods. Evidence of innovative teaching /clinical practice methodologies and pedagogies including	Produces impactful research such as monographs, journal articles, book chapters and conference presentations reflected in h-index (Scimago Scopus) benchmarked within the field of the applicant nationally and internationally at that academic level; journal impact factors, journal quartiles (Q1 & Q2) NRF/equivalent national or international rating and peer reviews. <u>OR</u> Produces creative outputs of quality on a regular basis reflected in h-index (Scimago Scopus) benchmarked within the field of the applicant nationally and internationally at that academic level; journal impact factors, journal quartiles (Q1 & Q2), NRF/equivalent national or international rating and peer reviews. An excellent and sustained track record of research and publications averaging	Evidence of a sustained level of intellectual leadership within School/ College/University. Willingness to take part in management-related activities at all levels (Discipline, School, College or University) by contributing to committees. Serves on approved University Committees such as School boards, T/L committee, RHD committee, CAAB, Senate, Council or University Task Force, etc. Sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Demonstrates involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field.	Provides leadership nationally or internationally in own discipline through consultation, and policy development that enables knowledge transfer and promotes research projects. Delivers key-note speeches and contributes to learned or professional bodies. Evidence of track record of participation in major government advisory bodies or agencies. Evidence of international collaboration through joint publication/s. Drives off-campus activities, for example in Parliament, government agencies, or civil society. Plays a participatory role in academic community activities such as invitations to review papers and adding value to academic societies.

	evidence of the use of ICT and other applications for promoting independent learning. Evidence of seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence of active involvement in the development/reform of teaching modules, or curricula to ensure currency with local, and international disciplinary contexts. Engagement with students from broad range of backgrounds and learning (dis)abilities through well designed and paced teaching which promotes understanding and application of knowledge. Evidence of participating as external examiner of Masters dissertations and PhD theses. Evidence of effective mentorship of emerging academics in the Discipline, School, College or University. Supports and guides	a career total of 31-40 peer reviewed journal articles/book chapters/books in DHET/SAPSE accredited outlets. Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 24 -30 articles /book chapters/books or equivalent in DHET/SAPSE in accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion to associate professor. A sustained track record of successful supervision of Masters /PhD students for the last five years as per the senate norms taking into account the relative numbers of PG students in the Discipline. Demonstrated strong evidence of independent Scholarship. Evidence of a significant body of	Chairs committees and participates in College decision-making and governance including contribution to University policy formulation. Leads projects, supervises work of others, for example in research teams, projects, and more. Represent the Discipline, School or College at meetings outside the University.	Evidence of community human capital development activities, which build capacity of people outside of the University Evidence of active service as an office-bearer in, and active membership of, a professional society, Editor of professional and research journals, including or books; service on national committees and agencies (for example, the NRF/equivalent national or international research councils). Affirmatively responds to invitations to give public lectures or participating in public (including continuous) education activities. Initiates MOUs with external institutions nationally and internationally. Holds membership to a national technical committee, commission or taskforce. Serves on national or international expert panels for such organisations as NRF/equivalent research councils, WHO, World Bank, and others.
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	students into understanding how knowledge is constructed in the Discipline in innovative and thoughtful ways at undergraduate and postgraduate levels. Recognition shall be given to any awards (institutional or national) in teaching and learning/clinical practice.	work that has attracted national or international recognition. Evidence of publication in high impact journals in quartiles Q1 and Q2 in the Discipline. Evidence of sustained record of attracting substantial research grants from external sources into UKZN benchmarked within the field of the applicant nationally and internationally. Demonstrated track record in initiating international research collaboration evidenced through signed MOUs. A track record of successful supervision of Master's and PhD students as per senate norms for the last five years taking into account the relative numbers of PG students in the Discipline. Evidence of providing intellectual leadership within the Discipline/School, which may include, but is not limited to: stimulating debate and discussion that leads to new intellectual and/or creative productivity. Evidence of providing guidance to colleagues especially junior staff through mentorship that enables them to develop their intellectual capacities. Evidence of involving junior academic staff		
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		members in research groups and publications. Carries out independent research and acts as principal investigator and project leader.		
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ANNEXURE 7: Criteria for Academic Appointment and Promotion to Research Scholar Level

Qualification & Experience	Research & Innovation Weight: 60 %	Teaching & Learning Weight: 20 %	Leadership & University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds at least Associate Professor position. 8 years' working experience in either, research or industry in the relevant field. At least five of the years must include postgraduate supervision or developing junior staff in research. Meets or exceeds performance expectations at the level sought for promotion or appointment for the last three years. Has international recognition as an eminent scholar in the discipline. Where applicable especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	Track record of demonstrated excellent performance in research and scholarship. Track record of producing research output consistent with a full professor as per the UKZN Research Policy for the past five years. Holds an NRF/equivalent national or international rating benchmarked within the field nationally and internationally. Demonstrated continuous improvement on their NRF/equivalent rating unless A-rated. Leads the development and implementation of the University research and innovation strategy, often by developing and overseeing research groups in undertaking research projects. Assists with establishing an enabling research and innovation environment, through activities such as reviewing of research applications proposals, policies and procedures. Contributes to the creation and maintenance of a research culture in the Discipline and School where he or she is based. Encourages critical discourse and Scholarship at the University through symposiums and	Supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate and postgraduate levels. Shows outstanding teaching /clinical practice evidenced by competence throughout the spectrum of teaching /clinical practice responsibilities together with results from, peer assessment, undergraduate, postgraduate student feedback, external examiner feedback and teaching awards. Significant innovation including inquiry-based teaching & learning, use of ICT across a range of levels that has affected Higher Education practice globally. Regular and rigorous review of programmes /courses to ensure that they are relevant to and current with local, and international disciplinary contexts.	Serves on University Committees such as RHD committee, CAAB, Senate, Council, University Task Force, etc. Chairs committees and participates in College decision-making and governance including contribution to University research policy formulation. Plays a key participatory role in strategic planning for research in the Discipline, School and College. Evidence of developing junior staff to participate in the administration, and research in the Discipline/School/College /University. Leads improvement of the research profile of the Discipline, School, College or University as a project leader, supervising the work of others, for example, in research teams and projects. Represents the Discipline, School or College at research meetings outside the University.	Provides leadership nationally and internationally in own Discipline through consultation, policy development and project implementation that enables knowledge transfer and promote research projects. Displays sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Regularly involved in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field. Delivers key-note speeches and contributions to learned societies or professional bodies. Maintains a track record of participation in major government research related advisory bodies or agencies. An engaged research scholar who has driven off-campus activities, for example in Parliament, government agencies, or civil society.

	workshops. Demonstrated track record of attracting external research grants into UKZN as a principal investigator Benchmarked within the field nationally and internationally. Demonstrated evidence of initiating international research collaboration evidenced by the MOUs signed. A track record of successful research supervision evidenced by graduation of several Master's and PhD students for last five years as prescribed by the senate norms for full professor. Produces impactful research such as monographs, journal articles, book chapters and conference presentations or creative outputs of quality on a regular basis reflected in h-index in SC imago (Scopus); journal impact factors, journal quartiles (Q1 & 2), level of scientific rating as a scholar by a relevant national or international body. An excellent and long-standing track record of research and publications with career total of between 41 -50 peer reviewed journal articles (or equivalent)/books/book chapters in DHET/SAPSE accredited outlets. Candidates in creative and performing arts, clinical (including nursing			Participation and role in academic community activities such as affirmatively responding to invitations to review papers, and participating in academic societies. Evidence of community human capital development activities, which builds research capacity of people outside of the University and impacts broader communities and society that the University serves. Evidence of active service as an office-bearer in, and active member of, a professional society; a reviewer as a member of an editorial board) of professional and research journals. Evidence of active service on national committees and agencies (for example, NRF or equivalent national or international scientific bodies. Membership to a National Technical Committee, Commission or Taskforce to promote research and Scholarship Serving on national or international expert research advisory panels such as NRF or equivalent, WHO,
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	and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice fields will have published a minimum career 30-40 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrated evidence of independent Scholarship. Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrated evidence of developing and maintaining an active research programme reflected in regular publications and presentations of research data at national and international scientific forums. Provides intellectual leadership within the Discipline/School/College, which may include, but is not limited to: stimulating debate and discussion that leads to new intellectual and/or creative productivity.			World Bank, and others. Responsive to invitations to give public lectures or to participate in public capacity building including continuous education. Initiating and signing MOUs with external institutions nationally and internationally.
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	A leader in collaborative research projects and partnerships with disciplines internal and external to the University of KwaZulu-Natal. Evidence of contributions made to research seminars and conferences at national and international levels.			
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ANNEXURE 8: Criteria for Academic Appointment and Promotion to Teaching Scholar Level

Qualification & Experience	Teaching & Learning (Improving TL Practices) Weight: 20%	Scholarship of Teaching & Learning (SoTL) Weight: 60 %		Leadership & University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds the rank of an associate or full professor. At least 8 years' working experience in either, research or industry in the relevant field. At least five of the years must have included postgraduate supervision or developing junior staff in the Scholarship of teaching and learning. Meets or exceeds performance expectations consistently at the level sought for	Portfolio of evidence related to improving learning and or clinical practice administration and leadership. A clearly articulated philosophy of teaching and learning/clinical practice which reflects understanding of leadership of contemporary thinking related to teaching and learning/clinical practice in the discipline. Evidence of leadership in championing innovative teaching /clinical practice methodologies and pedagogy, including	Evidence of influencing or effecting positive changes in teaching practice within the Discipline at national and international level. Significant L&T or related innovation that has impacted on Higher Education practice nationally and globally. Substantial and sustained track record of excellence in contributing to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate.		Track record of leadership of the development of policy at national and international levels. Evidence of a sustained level of leadership that has led to the enhancement of the student experience at subject/School/College or University level. Leadership of staff with evidence of impact on the learning and teaching culture and practices, and associated staff development. Educational leadership and policy contributions in the form of championing learning and teaching internally and externally and/or championing integrated academic practice. Leadership of partnership	Extensive experience of advising governmental and non-governmental agencies on educational policy. Track record of participation in major government education advisory bodies or agencies with remits covering the education sector as a whole. Provides plenary/keynote addresses at major international conferences and/or invitations to deliver distinguished named lectures/lecture series in the SoTL. Winner of medals/prizes from national or international bodies in

promotion or appointment for the last three years. Where applicable especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	evidence of the use of ICT and other applications for promoting independent student learning. Evidence of providing leadership in assisting students to critically engage with disciplinary knowledge presented to them. Employment of a range of learning practices that demonstrates good disciplinary knowledge leadership. Demonstrated leadership in seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence in leading regular curriculum development, design and review to ensure currency with local, and international disciplinary contexts. Engagement with students from a broad range of backgrounds and learning (dis)abilities through well designed and paced teaching/clinical practice which promotes understanding. Major role-player in	Development of new teaching materials or methodologies influenced by pedagogy of the subject. Development of successful teaching collaborations across disciplinary boundaries. Innovation with regard to one or more of the following areas is essential: curriculum revision, teaching methods, the incorporation of technology into T&L, supervision and aspects of academic development. Contributes significantly to successful supervision of postgraduate students as evidenced by sustained successful graduation of Master's and PhD students as per senate norms for the last five years equivalent to that of associate or full professor. Promotion of non-traditional forms of learning such as work-based learning and assessment, student enterprise, and inter-disciplinary learning. Exemplary supervision which guides and supports all	activities / collaborations in the SoTL. Evidence of a sustained mentorship of Early Career staff that has led to the enhancement of the student experience at subject, Discipline, School, College or institutional level in SoTL. Serves on approved University committees such as School boards, T/L committee, RHD committee, CAAB, Senate, Council, and University Task Force, etc. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders to promote the SoTL. Contributes to University policy formulation in the SoTL.	the SoTL. Participates as a visiting international scholar to promote the SoTL. Chair/leader of a major subject-specific society or holds Fellowship of subject specific societies. Membership of the steering committee or other similar executive role within national and international bodies concerning teaching in higher education. External awards for contributions to the SoTL. Editorial roles in leading journals or books on the SoTL. Demonstrates leadership nationally or internationally in the SoTL through consultation, policy development or project implementation. Track record of participation in major government advisory bodies or agencies to promote the SoTL. Evidence of international collaboration through joint publication/s on the SoTL. Participation and role in academic community activities such as invitations to review papers, and participation in
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	undergraduate and postgraduate teaching leadership. A track record of successful supervision at Masters and PhD level consistent with professoriate level at UKZN benchmarked in the field nationally and internationally. Leadership as external examiner of Master's / PhD theses, and examination coordination. Demonstrated leadership in mentorship emerging academics in leadership practice. Recognition shall be given to any awards (institutional or national) or recognition in leadership.	students to produce rigorous research or sound clinical professional practice. Strong evidence of effective formal or informal mentorship of less experienced staff in the SoTL. A sustained record of publication resulting in an outstanding body of world-leading scholarly outputs such as external policy and professional reports; monographs, text books, and book contributions in the Scholarship of teaching and learning. Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact. Substantial engagement with external bodies that influences practice and/or policy in the SoTL. Sustained commitment to, and development of, partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach. Evidence of sustained track record of research and publication averaging career total of 41-50 peer reviewed journal articles (or equivalent) in DHET/SAPSE accredited journals/books/book chapters. Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences,		academic societies in the SoTL. Initiating and signing MOUs with external institutions nationally and internationally on the SoTL. Membership to a national technical committee, commission or taskforce in the SoTL.
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		accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 30-40 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets. A track record of sustained research and publications since the last appointment or promotion. Demonstrable high impact publications as reflected in h-index in Scimago (Scopus) consistent with that academic level nationally and internationally in the candidate's field. NRF /equivalent national or international rating from scientific research council. Evidence of sustained record of attracting substantial research grants from external sources into UKZN in the last five years benchmarked within the field and discipline nationally and internationally equivalent to the level of associate or full professor. Track record of initiating international research collaboration evidenced through MOUs to support the SoTL. Providing guidance to colleagues that enables them to develop their capacities – including mentoring junior staff in SoTL. Evidence of contributions made to research seminars and conferences in the SoTL.		
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ANNEXURE 9: Criteria for Academic Appointment and Promotion to Leadership Scholar Level

Qualification & Experience	Research & Innovation Weight: 40 %	Leadership & University Administration Weight: 40 %	Academic Citizenship (including community engagement) Weight: 20 %
A PhD in the relevant discipline. 8 years' working experience in either teaching, lecturing, research or industry in the relevant field. Evidence of holding institutional or national management position such as Academic leader/ Coordinator, Director of a centre or Unit, Dean, DVC for at least three years. Holds the rank of associate or full Professor Meets or exceeds performance expectations consistently at the level sought for promotion or appointment for the last three years. In addition to all of the above, where applicable and especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	Produces impactful research such as monographs, journal articles, book chapters and conference presentations in the Scholarship of Leadership, reflected in h-index in Scimago (Scopus) benchmarked within the field and the discipline nationally and internationally for that academic level, journal impact factors, journal quartiles (Q1 & Q2), NRF /equivalent national or international rating scientific research council. <u>OR</u> Produces creative outputs of quality on regular basis in the Scholarship of Leadership reflected in some top leadership journals reflected by h-index in Scimago (Scopus) benchmarked within the field and the discipline nationally and internationally for that academic level, journal impact factors, journal quartiles (Q1 & Q2), NRF /equivalent national or international rating scientific research council. Evidence of sustained track record of research and publication in leadership averaging a career total of 31-40 peer reviewed journal articles (or equivalent) in DHET/SAPSE accredited journals/books/book chapters.	Demonstrates consistently an excellent innovation and decision-making track record in the School, College and University. Evokes outstanding leadership and organisational ability in a research group. Leader in initiatives to advance Disciplinary activities/programmes outside UKZN. Demonstrated evidence of sharing and a stronger sense of leadership philosophies and styles in a variety of settings – in the classroom, on the practice field, in a student organisations, and in the communities beyond campus borders. Evidence of providing service in leadership positions as Academic Leaders of a Discipline and/or, Dean and Head of School, DVC, Director of research Unit/Centre, Programme/ Examination Coordinator. Evidence of having made strategic decisions to use the best means that achieve organisational management/leadership goals. Sustained commitment to, and development of, partnerships with external organisations involved in widening access to external funding and best practices and other forms of outreach. Outstanding mentorship of early career and other scholars in the School, College or University in	Leadership in developing links with relevant industries and external bodies to encourage knowledge/ technology transfer opportunities and creation of opportunities for future research projects. Consistent and respected contributions to learned societies as Chairperson, Executive Officer, Editor, etc. Plays influential role in national and international subject related committees and organisations. Provides leadership in rendering service based on own knowledge and expertise nationally or internationally in such areas as consultation, collaboration involvement in policy processes or projects. Initiation of signed MOUs with external institutions nationally and internationally. Evidence of invitations to deliver key-note speeches, review papers or actively participate in academic societies Invited as assessor for major grant awarding bodies in areas related to Scholarship of Leadership. Evidence of providing leadership in community human capital development activities, which build capacity of people outside of the University and impacts broader communities and

	Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 24-30 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrable successful supervision at Masters/ PhD level consistent with senate norms for the last five years equivalent to an associate or full professor. Evidence of a significant body of work in the Scholarship of Leadership that has attracted national or international recognition. Evidence of leadership in developing own active research programme evidenced by a track record of accessing grants from outside UKZN in the last five years expected of a scholar at the level of associate or full professor nationally and internationally. Evidence of planning and initiating Discipline and multi-disciplinary research programmes and involvement of junior faculty and students in these programmes.	leadership. Demonstrated leadership in establishing and directing research projects, groups and teams. Provision of leadership in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field. Actively involved in developing the next generation of academics in the Scholarship of Leadership.	society. Demonstrated evidence of actively providing service as an office-bearer in, and active membership of, a professional society. <u>OR</u> editor of professional research journals, including electronic journals. <u>OR</u> active service on national committees and agencies (for example, the NRF/equivalent research councils) concerned with tertiary education and research. Evidence of leadership in organising conferences and colloquia in the Scholarship of Leadership. Shows evidence of participating in engaging seminars and classes by interacting with leaders within and off campus. Capacity of developing relationships with peers with the intent of furthering their natural abilities to lead and to serve society. Ability to bring students together from a variety of backgrounds, academic disciplines and experiences for the purpose of expanding their leadership education including ethics, volunteerism, diversity, and personal responsibility through public lectures, workshops, etc.
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	Evidence of active and sustained contributions made to research seminars and conferences. Evidence of attracting leading fellow scholars, community leaders, leaders in private and public sector to share best practices with staff and students on campus. Ability to purposefully identify leadership capacity development opportunities and to also attract funding that develops leadership scholars and students in the University.		
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ANNEXURE 10: Criteria for Academic Appointment to Research Professor Level

Qualification & Experience	Research & Innovation Weight: 80 %	University Leadership and Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds the rank of a full professor 10 years' working experience in either, research or industry in the relevant field or discipline. At least five of the years must include postgraduate supervision or developing junior staff in research. Consistently or clearly exceeded performance expectations in research and innovation at full professor level in the last three years. Where applicable	Demonstrated excellent performance in research and Scholarship, exceeding the research output requirements of a full professor as defined by UKZN Research Policy, in the preceding five years. Produces impactful research such as a monographs, journal articles, book chapters and conference presentations or creative outputs of quality on regular basis as reflected in publication in high impact journals (Q1 & Q2), h-index in Scimago Scopus that is consistent or exceeds level for full professor benchmarked in the field and discipline nationally and internationally. An excellent track record of research and publications averaging a career total of 41-50 in DHET/SAPSE	Serves on University committees such as RHD committee, CAAB, Senate, Council, University Task Force and more. Chairs committees and participates in College decision-making and governance including contribution to University research policy formulation. Takes the lead in School postgraduate programme and curriculum development, evaluation, and revision including participating in strategic planning for the Discipline, School and College. Acts as a project leader, supervising the work of others, for example in research teams and projects. Represents the Discipline, School or College at research meetings outside the University.	Provides leadership nationally or internationally in own discipline through consultation, policy development or review. Involved in research projects that enable knowledge transfer and human capital development nationally and internationally or government research related advisory bodies or agencies. Evidence of international collaboration through joint publication/s. Sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops

especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	accredited journals/books/book chapters. Candidates creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have achieved a minimum career total of 35-40 in DHET/SAPSE accredited journals/books/book chapters. Demonstrated evidence as an independent scholar. Evidence of developing and maintaining an active research programme that is reflected in regular publications in peer reviewed DHET/DHET accredited scientific journals/book chapters/ books and presentations of research data at national and international scientific forums. Evidence of track record of sustained research and publications since the last appointment or promotion to full professor. NRF/equivalent national or international rating from research council that reflects excellence at the level of full professor nationally and internationally. Provides intellectual leadership within the discipline/School, which may include, but is not limited to: stimulating debate and		that attract recognised intellectual leaders in one's field. Engaged scholar who has driven off-campus activities, for example in Parliament, government agencies, or civil society. Participation and role in academic community including review of manuscripts and adding value to academic societies. Evidence of active service as an office-bearer in, and active membership of, a professional society, service as an editor of professional and research journals, including electronic journals. Active service as a reviewer as a member of an editorial board of professional and research journals. Active service as editor of a book series or collections of articles/chapters, including published conference proceedings. <u>OR</u> Evidence of active service on national committees and agencies (for example, the NRF/equivalent scientific research councils) concerned with tertiary education and research. Invitations to give public lectures or to participate in public education. Initiating and facilitating the signing of MOUs with external institutions nationally and internationally. Membership to a national technical committee,
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	discussion that leads to new intellectual and/or creative productivity. Contributes to the creation and maintenance of a research culture in the discipline where based. Encourages critical discourse and Scholarship at the University through symposiums and workshops. Provides research leadership by establishing and developing research groups. Evidence of sustained record of initiating international research collaboration evidenced through signed MOUs. A sustained track record of attracting external grants as a principal investigator from external sources into UKZN comparable to national and international standards for that level in the last five years. Actively involved in establishing an enabling research and innovation environment, through activities such as reviewing of research applications and proposals, policies and procedure, and research outputs. A track record of successful research supervision evidenced by sustained successful graduation of Master's and PhD students as per senate norms for full professor for the last five years. A sustained level of intellectual leadership within School/College/University and mentorship of junior staff that		commission or taskforce to promote research and Scholarship. Serving on national or international expert research advisory panels such as NRF/equivalent scientific research councils, WHO, World Bank, and others.
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	has led to the enhancement of the student experience at subject, Discipline, School, College or institutional level. A leader in collaborative research projects and partnerships with disciplines internal and external to the University of KwaZulu-Natal. Evidence of contributions made to research seminars and conferences at national and international levels.		
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